

أَصْوَاتُ الْعَرَبِيَّةِ وَحُرُوفُهَا

تأليف

داود عطية عبده و سلوى نصرى حلو

بيروت
١٩٦٨



مَكْتَبَةُ لِسَانِ الْعَرَبِ

أ. علاء الدين شوقي

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جميع الحقوق محفوظة للمؤلفين

يطلب هذا الكتاب من مكتبة راس بيروت

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بيروت - لبنان

LESSON ONE

- ١ - سامي من فاس
- ٢ - نسيم من يافا
- ٣ - يوسف من يافا
- ٤ - يوسف في يافا
- ٥ - نسيم في فاس
- ٦ - سامي في فاس

.....

سامي من فاس نسيم يافا يوسف في



.....

ن ، ف ، م ، ن ، ف ، س ، ز ، ف ، س ، س ،
م ، ف ، ف ، ز ، م ، س ، ف ، س ، م ، ز ، ن .

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a boy's name)	sāmi	سامي
from	min	من
Fez (a city)	fās	فاس
(a boy's name)	nasīm	نسيم
Jaffa	yāfā	يافا
Joseph	yūsuf	يوسف
in	fī	في

Notes :

1. The letters s, f, m, and n have each two forms :

	<u>Initially or medially</u>	<u>Examples</u>	<u>Finally</u>	<u>Examples</u>
/s/	س	نسيم ، سامي	س	نفس ، فاس
/f/	ف	نفس ، فاس	ف	يوسف ، ناف
/m/	م	سمن ، من	م	نسيم ، سام
/n/	ن	سنا ، نسيم	ن	من ، فان

2. Arabic does not use an equivalent to the English present tense verb 'to be', 'is', 'are', and 'am' in 'equational sentences' e.g.

سامي من فاس is literally 'Sami from Fez'

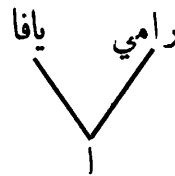
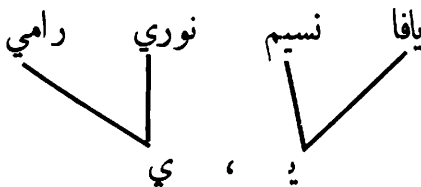
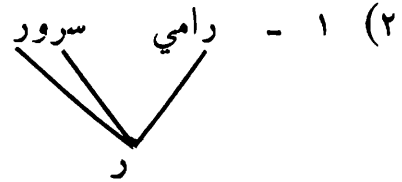
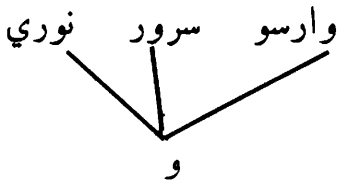
يوسف في يافا is literally 'Joseph in Jaffa'

LESSON TWO

- ١ (١) - رامي من فاس .
- ٢ - سرور من يافا .
- ٣ - سرور من يافا ويوسف من يافا .
- ٤ - رامي في وارسو .
- ٥ - نوري في وارسو .
- ٦ - نوري في وارسو ورامي في وارسو

.....

رامي سرور و وارسو نوري



.....

و ، ر ، ن ، ي ، ف ، ي ، ن ، س ، ر ، ا ، م ، ف
م ، ي ، ف ، ا ، و ، ر ، ي ، ن ، ي ، ر ، س ، ا .

- (۳) ۱ - رامي را (ر + ا = را)
 ۲ - نوري ري (ر + ي = ري)
 ۳ - سرور رو (ر + و = رو)
 ۴ - فاس فا (ف + ا = فا)
 ۵ - رامي مي (م + ي = مي)
 ۶ - يوسف يو (ي + و = يو)
-

- (۴) ۱ - را فا نا سا ما وا يا
 ۲ - ري في ني سي مي وي
 ۳ - رو فو نو سو مو يو
-

- (۵) ۱ - فاس فار نار ناس ساس سام نام ناف
 ۲ - نون نور سور سوس فوس فوم روم روس
 ۳ - سيم ريم ريف نيف نير نيس سيس سير
-

- (۶) ۱ - رامي سامي ساري ماري ماسي ناسي ناري
 ۲ - نوري سوري سومي رومي روسي فوسي فومي
 ۳ - سيري نيري نيفي ريفي ريمي سيمي سيسي
-

(۷) ۱- ماس مس (مَسَنَ) ، نام نم (نَمَ) ، فار فر (فَرَ)

۲- روم رم (رُمَ) ، سوس سس (سُسَنَ) ، سوم سم (سُمَ)

۳- سین سن (سِنَ) ، ریف رف (رِفَ) ، سیر سر (سِرَ)

(۸) رَسَمَ رُسِمَ رَسَمِي يَرُسُمُ يَرَسِفُ نَرَسِفُ نَرُسُمُ سَفِيرُ

سَافِرَ يُسَافِرُ مَسِيرَ رُسُومَ وَسِمَ مَوْسُومَ يُسَفِرُ مُسَافِرُونَ

فَارِسَ سَيْفِي سَيْوْفَ سِنِينَ رُفُوفَ يَفُورُ رُومَانِيَا سَمَا

سُورِيَا فَرَنَسَا نَيْسَ يَسْمُو يَاسِرَ سُفُورَ وَسَامَ مِرَاسَ

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a boy's name)	rāmī	رامي
(a boy's name)	surūr	سرور
and	wa	و
Warsaw	wārsū	وارسو
(a boy's name)	nūrī	نوري

Notes :

1. Arabic /r/, unlike English /r/, is a flap produced by striking the tip of the tongue against the roof of the mouth. It is similar to Spanish /r/.

There are six vowels in Arabic, three 'long' ones, /ā/, /ū/, and /ī/, and three corresponding 'short' ones, /a/, /u/, and /i/.

As was mentioned in the introduction, the short vowels are usually not written except in certain materials. However, it is important for the student to be familiar with them.

The letter ا, /ā/, called-'alif', is a vertical line. /ā/ is pronounced approximately as 'a' of 'sad' e.g.

سَامَ /sām/, نَاسَ /nās/ etc.

- ,/a/, called 'fatha'¹, is a short diagonal stroke written (in vowelled texts) above a consonant letter to indicate that such a consonant is followed by the vowel /a/. /a/ is pronounced approximately as the vowel of 'shall' e.g.

سَمَ /sam/, فَمَ /fam/ etc.

/ā/ and /a/ have also 'back' variants (approximately as the vowel of 'father' - but more prolonged - and the vowel of 'some' respectively) if they occur adjacent to certain sounds to which attention will be called as they come up.

و , called 'wāw', represents either the vowel /ū/ or the consonant /w/². /ū/ is pronounced approximately as the vowel of 'pool' e.g.

سُوسَ /sūs/, نُورَ /nūr/ etc.

ُ , /u/, called 'damma', is a small 'wāw' written above the consonant letter to indicate that such a consonant is followed by the vowel /u/. /u/ is pronounced approximately as the vowel of 'pull' e.g.

1. In the transcription, 'th' is pronounced /t/ followed by /h/ and not as 'th' in 'this' or 'think'.

2. The term 'consonant' refers here to all non-vowels.

سُم /sum/, مُر /mur/ etc.

ي, called 'yā', (written ي if not final) represents either the vowel /ī/ or the consonant /y/. /ī/ is pronounced approximately as the vowel of 'seen' e.g.

سِين /sīn/, رِيف /rīf/ etc.

ِ, /i/, called 'kasra', is a diagonal stroke like the 'fatha', but written below a consonant letter to indicate that such a consonant is followed by the vowel /i/. /i/ is pronounced approximately as the vowel of 'sin' e.g.

سِن /sin/, رِف /rif/ etc.

At the beginning of words, و and ُ can represent only /w/ (pronounced as in 'way') and /y/ (pronounced as in 'you') respectively.³

e.g. وارسو /wārsu/, وارف /wārif/, يافا /yāfā/,

يوسف /yūsuf/. Otherwise, they may represent either these or the long vowels e.g.

سوري , سيري etc.

Unless the diacritic marks are written, a reader cannot tell whether a wāw or a yā (except when they occur initially) stand for the vowels

3. Similarly, an alif at the beginning of a word does not represent a vowel. More about this will be mentioned in the next lesson.

or the consonants unless he already knows the words. In cases where the same configuration of letters stand for two or more words pronounced differently, the right pronunciation (and meaning) has to be determined from context. سيري , for example, may represent words pronounced /sīrī/, /siyarī/, /sayrī/ etc. Similarly, سوري stands for /sūrī/, /suwarī/ etc. In the 'vowelled' part of the Arabic text in this booklet, no diacritic marks are used with long vowel letters or a consonant letter preceding them. The word pronounced /sīrī/, for example, will be written سيري (without any diacritic marks), while the word pronounced /siyarī/ will be written سِيرِي (with the diacritic marks).

Sukūn :

In vowelled texts, there is also the sign °, a small circle called 'sukūn', written above a consonant letter to indicate that such a consonant is not followed by any vowel e.g.

سِرْ /sir/, نَسْرِيْ /nasrī/, سَفْرُ /safru/ etc. (cf.

سَارْ /sāra/, نَسِرْ /nasir/, سَفَرُ /safaru/)

3. The letters | , و , and ر are 'one-side' connectors (and thus have only one form regardless of their position) while م , ف , س , ن , and ي connect both ways. (See remarks 4 and 5 in the introduction). e.g.

printed : نورم مراس نار روم ران روس راس

typed : نورم مراس نار روم ران روس راس

handwritten : نورم مراس نار روم ران روس راس

But :

printed : نسيم سفر سمر سنا سما نفس

typed : نسيم سفر سمر سنا سما نفس

handwritten : نسيم سفر سمر سنا سما نفس

Notice that in handwriting, the dots are connected and س is written س or س (س is written — or —). Final ن /n/ is sometimes written ن or ن (with no dots) e.g.

من (= من) or من

yā has two forms, as we have noticed, ي (used initially or medially) and ي (used finally) e.g.

في نوري نسيم يافا

In handwriting, a final yā connected to a preceding letter is

sometimes written ي e.g. في (= في) , ي (= ي) etc.

5. When /ā/ or /a/ occur adjacent to emphatic /r/, the back variants, rather than the front ones, are pronounced (see note 2 above) e.g.

سار /sār/ or /sāra/. (cf. 'fa' in 'father', where the 'a' is 'back' with the 'fa' in 'fat' where the 'a' is 'front'. Also cf. the British and American pronunciation of words like 'past', 'class'.)

6. و /wa/ 'and', like all one-letter words in Arabic, is written as part of the word which follows it. Thus no space (other than the normal space between a one-side connector and the following letter within a word) is left between و 'and' and the word that follows it⁴. e.g. ورامي 'and Rami' (not و رامي), وفي 'and in' (not و في).

Since hyphenation is not used in Arabic, و 'and' should not occur at the end of a line.

In English, 'and' is used only before the last element in a conjoined series of elements. In Arabic, on the other hand, و is used before every conjoined element e.g.

نسِيم وسُرور ويوسف من يافا Literally : 'Nasim and Surur and Joseph (are) from Jaffa.'

-
4. If the one-letter word is represented by a letter which connects to a following letter, it will be connected to the first letter of the following word e.g. (سافر + ف) فسافر.

سام سور سيف سرور سنا سفر سمر

سا يوم سير رسم وسن سير سيف

ااس ناس فوس نميس ناس نفس رس

نوري نير منير فنار ان من سفن سفين سن

يَا فَا فِير فَي فِر فَم مَفِر دَارَن يَوْسَف

مَوْسِي مِير مَفِر مَحْس رَامِي سَحِير وَسِيم بَنِم

LESSON THREE

- ١ - ليلي من تونس .
- ٢ - ريتا في تونس .
- ٣ - ريتا من فرنسا وليلى من تونس .
- ٤ - كامل من كركوك .
- ٥ - كامل سافر من كركوك .
- ٦ - سافر كامل الى تونس .
- ٨ - سافر الى تونس امس .
- ٩ - وليلى سافرت الى فرنسا .
- ١٠ - سافرت ليلي من تونس الى فرنسا .
- ١١ - سافرت الى فرنسا امس .
- ١٢ - ريتا في تونس وليلى في فرنسا .

.....

ليلي	تونس	ريتا	فرنسا	كامل
كركوك	سافر	سافرت	الى	امس

كركوك كامل
 / \
 ك ، ك

سافرت ريتا تونس
 / \ / \
 ت ، ت

أمس إلى
 / \
 أ

ليلي إلى
 / \
 ي

ليلي كامل
 / \ / \
 ل ، ل

.....

ت ، ي ، ز ، ي ، ي ، ل ، ا ، ك ، ل ، ل ،
ك ، ن ، ف ، ف ، ت ، م ، ف ، ت ، ا ، و ، ر ،
ي ، ز ، س ، ت ، ي ، ك ، ل .

(٣) ١- ت : تاسْ سِتارْ مَسْتورْ يَتِيمْ فُتورْ تَفورْ فُتنْ

٢- ت : ماتَ فاتَ تَفوتْ سَمَتْ نَسيتْ رَسَتْ وَفَتْ

٣- ل : لَنْ لَمْ لَا لُمتْ مَرْسيليا وَلِيمْ سَلامْ نَتَلوْ

٤- ل : سَالَ يَسيلُ فُلونْ مَلَلْ تَميلُ سَليلْ وَيَلْ

٥- ك: كَالْ كُلُّ كُورِيَا كَيْنِيَا يَكْفِي مَكْتُوفٌ يَكُونُ

٦- ك: تَرِكَ تَتَرَكُ تِلْكَ لَكَ سِكَكَ فَلَكَ مُسِكَ مِنْكَ

٧- ي: سَوَى نَرَى مَتَى يُرْمَى تَنَافَى يُمْلَى يُكْسَى مُوسَى

٨- أ، أُ: أَمَلُ أَنْتَ أَتَى أَرْسَى رَأَتْ رَأْسِي مَأْسُورٌ يَأْلَفُ

٩- أُ: أَمِرَ أُسِرَتْ أُنَاسٌ أُسِيلَ أُنْسِي أَكَلَ أُمْسِكَ

١٠- إ: إِسَارَ إِنْسَانٌ إِمَامٌ إِسْكَاتٌ إِلَيْكَ إِنْكَارٌ إِسْفَارٌ

١١- ع: نِسَاءٌ مَسَاءٌ سَمَاءٌ مِرَاءٌ سَوَاءٌ سَاءَتْ وَرَاءَ

١٢- ز: فِئَاتٌ رَئِيسٌ سُئِلَ وَائِلٌ رُئِيَ سَمَائِي سَمِئْتُ

١٣- و: سَمَاوُنَا رُؤُوسٌ لُؤْمٌ مَسْئُولٌ سُؤْلٌ نَوْوَمٌ فُؤُوسٌ

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a girl's name)	lāylā	ليلى
Tunis, Tunisia	tūnis	تونس
Rita	rītā	ريتا
France	farānsā	فرنسا
(a boy's name)	kāmil	كامل
Kirkuk	karkūk	كركوك
(he) travelled	sāfara	سافر
(she) travelled	sāfarat	سافرت
to	?ilā	الى
yesterday	?āms	امس

Notes :

- i. Notice that ي in ليلي and الى is not a yā since it does not have two dots¹. It is rather a form of alif which occurs only finally in a word

1. In some printed or typed materials, final ي may be encountered without the two dots. Both ليلي /laylī/ and ليلي /laylā/, for instance, would be written ليلي

Like final ي , ی - when connected to a preceding letter - may

appear in handwriting as ے e.g. ليلى الى

2. The letters t², l³, and k have each two forms :

	Initially or medially	Examples	Finally	Examples
printed :	ت	ستر تام	ت	نامت فات
typed :	ت	ستر تام	ت	نامت فات
handwritten :	ت	ستر تام	ت	نامت فات
printed :	ل	سلم ليس	ل	نمل سال
typed :	ل	سلم ليس	ل	نمل سال
handwritten :	ل	سلم ليس	ل	نمل سال
printed :	ك, ڪ	{كسر} لكم	ك	منك فوك
typed :	ك	لكم كسر	ك	منك فوك
handwritten :	ك	لكم كسر	ك	منك فوك

2. Arabic /t/ (and also /d/) are dentals while English /t/ (and /d/) are alveolars.

3. Arabic /l/ is similar to English /l/ in 'list', 'left' but differs from English /l/ in 'dull', 'fall', 'full'. Unlike in English /l/ in the latter examples, the central part of the tongue is not depressed, and the back of the tongue is not raised. That is, the tongue in general is relatively level.

If ل is followed by an alif, the combination appears as : لا (typed or printed) or ل (handwritten) (not ل or ل).

Initial and medial ت differs from initial and medial ن only in having an additional dot. However, final ت differs from final ن also in the shape of the letter :

	<u>ت</u>	<u>Examples</u>	<u>ن</u>	<u>Examples</u>
printed :	ت	رست فات	ن	من سنان
typed :	ت	رست فات	ن	من سنان
handwritten :	ت	رست فات	ن	من سنان

In handwriting, ک has a slightly different form when it is followed by an alif or ل e.g.

printed :	کان	مکوم
typed :	کان	مکوم
hand-written :	کان	مکوم

ک sometimes appears in handwriting (only when it is followed by an alif, but not when it is followed by ل) in the following form : کان etc.

In handwriting, ک is often written ک e.g. کند (= کند).

3. Hamza :

ء , called 'hamza'⁴ (represented by ʔ in the transcription), stands for a sound similar to the one heard at the beginning of a word which has an initial vowel when such a word is stressed e.g. 'He is', or in 'uh uh' as a way of saying 'no', or in the Scotch pronunciation of 'tt' in 'bottle'. Unlike English, however, this sound is significant for the meaning of a word in Arabic, and it occurs like other consonants in all positions e.g.

أمير /ʔamīr/, سأل /saʔala/, مساء /masāʔ/ etc.

The letter hamza, ء , has only one form regardless of its position, and does not connect to a preceding or a following letter e.g. سَاعَةٌ /sāʔat/.

In most cases, the letter hamza occurs with one of the letters representing the long vowels (ʔalif, wāw, or yāʔ – but undotted) as its 'seat'.

The rules that determine how a hamza is written are not essential at this stage but will be given for future reference. They (exceptions ignored) are :

1. At the beginning of a word, a hamza never stands alone. The 'seat' it takes in this position is always an ʔalif⁵. In vowelised texts, an initial hamza is written above the ʔalif if the hamza is followed by /a/ or /u/, and below it if it is followed by /i/ :

-
4. In phonology, it is called 'glottal catch' or 'glottal stop' (because upon its articulation, the glottis is closed tightly stopping the air from passing).
 5. Thus an ʔalif at the beginning of a word, like a wāw or a yāʔ, does not stand for a vowel.

أَمِيرَ /ʔamīr/, أَنْفَ /ʔanifa/

أُمِيرَ /ʔumira/, أُسِرَ /ʔusira/

إِلَى /ʔilā/, إِسَارَ /ʔisār/

In unvowelled texts, an initial hamza (but not a medial or a final one) is often omitted. However, the ʔalif, its 'seat', is always retained.

The previous examples would appear in an unvowelled text as follows :

امير انف امر اسر الى اسار

- II. Medially and finally in a word, a hamza is written alone, on an ʔalif, on a wāw, or on an undotted yāʔ, depending on the vowels preceding or/and following e.g.

رؤوس سنم رأس ساء

- (i) It stands alone :

- a. in the middle of a word if it is preceded by an ʔalif or a wāw and followed by /a/ e.g.

سَاءَلِ /sāʔala/, يَسْوَكَ /yasūʔaka/

- b. at the end of a word unless it is preceded by a short vowel e.g.

سَاءَ /sāʔ/, يَسْوَءَ /yasūʔ/,

مُسِيءَ /musīʔ/, مَرءَ /marʔ/

- (ii) It is written on an undotted yāʔ if it is preceded or followed by /i/⁶ (except when any of the previous rules applies) e.g.

سَمِ /saʔima/, رِئِم /riʔm/, رَئِيس /raʔīs/

- (iii) It is written on a wāw if it is preceded or followed by /u/⁶ (except when any of the previous rules applies) e.g.

رُؤُس /ruʔūs/, نَؤُوم /naʔūm/, مُؤَمِّن /muʔmin/

- (iv) It is written on an ʔalif in all other cases in which none of the previous rules apply e.g.

سَام /saʔam/, رَأْس /raʔs/, أَسْوَأُ /ʔaswaʔu/

4. A 3rd person feminine singular past tense verb is formed from the corresponding 3rd masculine singular by adding a ت e.g.

سافر رامي /sāfara rāmi/ 'Rami travelled'

سافرت ليلى /sāfarat laylā/ 'Layla travelled'

5. In Arabic, a verb may precede or follow its subject, provided the subject is a noun. The first alternative is more common :

-
6. If the hamza is the last consonant in the word, a short vowel following it is ignored in applying these rules, i.e. the vowel preceding the hamza alone determines its written form.

سافر رامي }
 رامي سافر } Rami travelled

سافرت ليلي }
 ليلي سافرت } Layla travelled

6. Unlike English, a pronoun is not generally used before a verb :

سافر (he) travelled

سافرت (she) travelled

where the Arabic equivalents of 'he' and 'she', to be introduced in a later lesson, are (optionally) deleted.

يَا أَيُّهَا الْمُسْلِمُونَ لَسْتُ لَكُمْ لَكَ لَيْت

لَقَدْ نَسِيتُ مَا فِي مَلْهُوسٍ مَلَاكَ سَلِيمٍ سَلَوِي

كامل كل مال تسيل نمل ليل ينل يفل كطل

كل نكيل مكرم كال ملوك فلك سرك مك

تَامَ تَرَى فَتَوْرَ فَنَنْ كَتَمَ كَتَفَ تَكَلَّلَ فَاتَكَ فَسِيلَ

سَرَنَ سَمَنَ لَمَتَ نَفَتَ تَمَتَ تَلَتَ فَتَتَ سَكَتَ

LESSON FOUR

- ١ - غالب من بغداد .
- ٢ - وبلغ من بغداد .
- ٣ - ودباغ من بغداد .
- ٤ - خالد من بيروت .
- ٥ - ومختار من بيروت .
- ٦ - وفروخ من بيروت .
- ٧ - بيروت في لبنان .
- ٨ - سافر خالد من لبنان الى ميونخ .
- ٩ - وبلغ سافر من بغداد الى ميونخ .
- ١٠ - ليلى سافرت الى بغداد .
- ١١ - سافرت ليلى الى بغداد امس .

.....

غالب	بغداد	بلغ	دباغ	خالد
بيروت	مختار	فروخ	لبنان	ميونخ

(۲)

.....

خ ، غ ، ف ، غ ، د ، ر ، و ، ب ، ن ، ت ، ی ،
ل ، ب ، ت ، غ ، خ ، ك ، د ، ل ، م ، ت ،
غ ، ی ، غ ، ا ، د ، ی ، ب ، ی ، ك ، د ،
غ ، خ ، ب ، خ .

(۳) ۱-د : دُرَيْدُ وَدَادُ فَدَوَى كَنَدَا مَدْرَيْدُ دَرْدَنَيْلُ وَئَيْدُ

۲-ب : بَارِيسُ كُوبَا بَرَلَيْنُ بَنَيْتُ بِثْرِي نَبِيلُ نَبَتَتْ بَلُ

۳-ب: لَبِيبٌ سَبَبٌ يَنْوِبُ نَسِيبٌ كُتِبَ رِيبٌ دُرُوبٌ رَكِبَ

۴-غ: غَانَا غَانَدِي غَرِيبٌ غِمَارٌ غَائِبٌ أَغْرَى يُنَاغِي أَدْغَمُ

۵-ز: مَغْرِبٌ أَفْغَانِسْتَانُ بُلْغَارِيَا تَغْرِيدٌ مَغْمُوسٌ يُغْرِيكُ

۶-غ: نَبَغٌ يَبْلُغُ دُوغٌ رُسُغٌ مُبَالِغٌ دَامِغٌ وَلَغٌ مُسِغٌ بُلِغٌ

۷-غ: فَرَاغٌ سَاغٌ تَرَوُغٌ بَلَاغٌ يَفْرَعُ بُلُوغٌ نَمْرُغٌ فَارِغٌ

۸-خ: خَلِيلٌ خَانَ خَالِي فَاخِرٌ رَخِيمٌ خُرَاسَانُ خُتِمَ

۹-خ: فَخْرِي سَخِرَتْ يَمْخَرُ تَفْخَرِينَ نَخِيلٌ يَخْلُو بَخِيلٌ

۱۰-خ: وَسِخٌ كَامِخٌ تَنْفُخُ رَاسِخٌ سَمَخٌ بَلَخُ نَفِخَ مُسِخَ

۱۱-خ: بَاخٌ دَاخٌ فَرَخٌ مَنفُوخٌ فِرَاخٌ كُوخٌ تَدُوخٌ نَاخٌ

۱۲- " : فَنَدَ يَدُبُّ خُدَّرَ مُرَّغٌ تُرْكِيَا يُبَلِّغُ تَسَلَّمُ سَخَنَ

(٤) ١ - بَلَّغَ بَالِغٌ بَلَّغٌ بَلَغَ

٢ - سَمَرَ سَامِرٌ سَمَرٌ سَمَارٌ

٣ - نَبَتَ نَابِتٌ نَبَتٌ نَبَاتٌ

٤ - يَسَرَ يَاسِرٌ يَسَرٌ يَسَارٌ

٥ - مَلَّكَ مَالِكٌ مَلَّكَ مَلَاكٌ

(٥) ١ - سَلِمَ سَالِمٌ سَلَّمَ سَلِيمٌ

٢ - رَغِبَ رَاغِبٌ رَغِبٌ رَغِيبٌ

٣ - مَلِكٌ مَالِكٌ مَلَّكَ مَلِيكٌ

٤ - لَبِسَ لَابِسٌ لَبَسٌ لَبِيسٌ

٥ - وَرَدَ وَارِدٌ وَرَدٌ وَرِيدٌ

٦ ١- كَفِيفٌ خَفِيفٌ كَامِلٌ خَامِلٌ مَسَكٌ مَسَخٌ

٢- سَكِرَ سَخِرَ نَكِبَ نَخِبَ نَكِيلٌ نَخِيلٌ

٣- كُتِمَ خُتِمَ كُرُومٌ خُرُومٌ يَكُونُ يَخُونُ

٤- مَكْتُومٌ مَخْتُومٌ يَكْفُرُ يَخْفُرُ مُسِكٌ مُسِخٌ

٥- نَكَّلَ نَخَّلَ بَكَّرَ بَخَّرَ فَكَّنَا فَخَّنَا

٧ ١- خَارٌ غَارٌ خَلِيلٌ غَلِيلٌ فَرَّخَ فَرَّغَ

٢- خِلَافٌ غِلَافٌ فَاخِرٌ فَاغِرٌ مُرْخِي مُرَغِي

٣- خُفِرَ غُفِرَ تَخَوَّرُ تَغَوَّرُ يُفَرِّغُ يُفَرِّخُ

٤- مَخْلُولٌ مَغْلُولٌ مُخْنِي مُغْنِي نَخْلُكُ نَغْلُكُ

٥- تَوَخَّرَ تَوَغَّرَ دَخَّلَ دَغَّلَ تَنَحَّمُ تَنَغَّمُ

- ٨ ١- كَرَّتْ خَرَّتْ غَرَّتْ رُكَّامٌ رُخَامٌ رُغَامٌ
- ٢- فَاكِرٌ فَاخِرٌ فَاغِرٌ تَفَرَّكٌ تَفَرَّخٌ تَفَرَّغٌ
- ٣- كُمِرَ خُمِرَ غُمِرَ كُورِي خُورِي غُورِي
- ٤- لَكُمُ لَخُمُ لَغُمُ وَكُدِي وَخُدِي وَغُدِي
- ٥- رَكَّبَ رَخَّبَ رَعَّبَ نَكَّلَ نَخَّلَ نَغَّلَ
-

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a boy's name)	ġālib	غالب
Baghdad	baġdād	بغداد
(a boy's name)	balġ	بليغ
(a family name)	dabbāġ	دباغ
(a boy's name)	xālid	خالد
Beirut	bayrūt	بيروت
(a boy's name)	muxtār	مختار
(a family name)	farrūx	فروخ
Lebanon	lubnān	لبنان
Munich	myūnix	ميونخ

Notes :

1. The letter د /d/ is one of the six one-side connectors. It has only one form regardless of its position. (See remark 4 in the introduction). In handwriting, a connected د may differ slightly from an isolated د :

printed : دار مدر سد

typed : دار مدر سد

handwritten : دار مدر سد

2. The letter ب /b/ has the same basic forms as ت /t/, the only difference being the number and position of dots. Compare :

بَرَكَ /barak/ and تَرَكَ /tarak/

رَسَبَ /rasab/ and رَسَتَ /rasat/

3. خ , transcribed /x/, is a voiceless¹ fricative articulated in the velum. It is similar to the sound represented by 'ch' in Scotch or German 'loch'. To pronounce the خ sound, put your tongue in the position of /k/, but do not let the tongue touch the roof of the mouth, forcing the breath through the narrow passage thus created. The letter خ has two forms in typed or printed materials but four in handwritten ones e.g.

	<u>Initial</u>	<u>Medial</u>	<u>Final (connected)</u>	<u>Final isolated</u>
printed :	خام	نخر	رسخ	مناخ
typed :	خام	نخر	رسخ	مناخ
handwritten :	خام	نخر	رسخ	مناخ

1. i.e. the vocal cords do not vibrate during its articulation.

غ , transcribed /ğ/, is the voiced counterpart of خ . It is similar to the Parisian /r/, or to a gargling sound.

The letter غ has four forms :

	<u>Initial</u>	<u>Medial</u>	<u>Final (connected)</u>	<u>Final isolated</u>
printed :	غار	يغار	رسغ	راغ
typed :	غار	يغار	رسع	راغ
handwritten :	غار	يغار	رسغ	راغ

ّ , called 'šadda' (/ʕ/ is pronounced as 'sh' in 'shall' or 'bush'), is written above a consonant letter to indicate that such a consonant is doubled, i.e. - roughly speaking - pronounced twice with no intervening vowel e.g. نَكَّلَ /nakkala/. This 'doubling' occurs in modern English only in a few words (with prefixes) e.g. disseat (cf. deceit) though it is found in writing e.g. 'attach', 'arrange'. However, it occurs in uttering two consecutive words, the first of which ends in a consonant and the second starts with the same consonant e.g. truck king (cf. trucking), with their (cf. wither).

A fatḥa or a damma is written above the šadda while a kasra is written below it (or below the letter). In all cases, however, the šadda itself is written above the letter:

مَسَّ , مَسَّ , مَسَّ { مَسَّ
مَسَّ

Like other diacritic marks, the ʔadda is often omitted in unvowelled materials.

Whether the ʔadda is written or not, only one of the identical consonants is written in such cases. Thus if the ʔadda is not written, a word like كَمَّ /kamma/ will appear كَم (exactly like كَمَّ /kam/). This is, however, not the case if the two identical consonants are separated by a vowel. In this latter case, both letters are written and no ʔadda is used.

(cf. دَبَّاغَ /dabbag/ with دَبَّابَتِ /dababti/, نَكَّلَ /nakkala/ with سِكَكَ /sikak/ or سِكَكُكُمُ /sikakukum/).

In Arabic, there are no clusters of three or more consonants, i.e. three consecutive consonants not separated by any vowels (as in English 'spring' or 'lists', for instance).

غالب غسان غيب غرب غمر غفا غدر غور غلا

بغدار المغرب تغلب مغرب تغمر يفني تغسل سغب

باغ بایغ لیغ بلیغ رسیغ رمغ میالغ نبغ

خاله خدر فافر خمر خفی اخبار خلاف خفف

تخفی یخون سافت یخیم نخل تخاف نخوف

راف فرغ کوف ینفخ رسخ کاخ سسخ بلخ

LESSON FIVE

- ١ - هذا خالد .
- ٢ - هذه ليلى .
- ٣ - هذا طارق وهذا غالب .
- ٤ - هذا نبیه وهذه سهام .
- ٥ - طارق طالب .
- ٦ - ونبيه طالب .
- ٧ - طارق من قطر .
- ٨ - ونبيه من قطر .
- ٩ - سهام من بغداد .
- ١٠ - كان طارق في مسقط .
- ١١ - ذهب طارق من قطر الى مسقط .
- ١٢ - سهام كانت في بغداد .
- ١٣ - ذهبت سهام الى بيروت .
- ١٤ - سافرت من بغداد الى بيروت .
- ١٥ - ومن بيروت ذهبت الى تونس .

.....

هذا هذه طارق نبیه سهام

طالب قطر كان مسقط ذهب

(۲)

قطر مسقط طارق
طالب قطر مسقط

.....

ه ، خ ، ف ، ق ، ق ، ف ، ذ ، د ، ط ، ه ،
غ ، ق ، خ ، م ، ه ، ك ، ب ، ز ، ذ ، ن ، ي ،
ل ، ا ، ك ، ر ، و ، م ، ط ، ه ، خ ، ه ،
غ ، ل ، ت ، ي ، ب ، ت ، غ ، ذ ، ق .

(٣) ١- هـ : هَلْ هَبَّ هَدَى إِرْهَابَ أَهْرَامَ إِبْرَاهِيمَ وَهَادَ

٢- هـ : مَهْدِي سَبْهَا يَهُودَ يَهُمُّ فَهْدُ أَسْهَمَ تَلْهَفُ

٣- هـ : تَاهَ دَارُهُ يَكْرَهُ خَالِهِ غُلَامُهُ مِنْهُ إِلَيْهِ سَلَهُ

٤- ذ : ذَادَ رَذَاذُ بُذِرَ يَذُودُ لَذِيذُ تَهْذِي غَذَى مُنْذُ

٥- ط : طَهْرَانُ خُرْطُومُ طَرَابُلُسُ إِيْطَالِيَا رِبَاطُ بَرِيْطَانِيَا مَطَّ

٦- ق : قَاسِمٌ قَهْقَهَ ذَاقَتْ سَمَرَقَنْدُ فَقَطُ نَفَقًا سُقِفَ مَقَالُ

٧- ق : فَارُوقُ ذَوْقُ طَرِيقُ سَوْقُ أُرْهِقَ تَدْفُقُ غَسَقُ دُقْ

(٤) ١- تَابُ طَابُ وَتَرَ وَطَرَ تَمَتَّمَ طَمَطَمَ

٢- تَيْنُ طَيْنُ يَتِمُّ يَطِمُّ رَتِيبُ رَطِيبُ

٣- تَوْبِي طَوْبِي نَتَلُّ نَطْلُ يَرَبَّتُ يُرَبِّطُ

٤- نَتَلُو نَطْلُو رَتَلُكَ رَطْلُكَ مَتَلُولُ مَطْلُولُ

٥- فَتَرَّ فَطَرَ سَتَرَّ سَطَرَ يَمَتُّ يَمِطُّ

(٥) ١- كَافَ قَافَ كَلْكَلَ قَلْقَلَ بَرَكَ بَرَاقَ

٢- نُكِبَ نُقِبَ يَكِلُ يَقِلُّ بَاكِي بَاقِي

٣- كُلُّ قُلُّ كُوبُ قُوبُ كَلَّمَ قَلَّمَ

٤- يَكْسُو يَقْسُو مَكْرُورٌ مَقْرُورٌ فَلَكُ فَلَقُ

٥- نَكَبَ نَقَّبَ نَكَّلُ نَقَّلَ يَدُكُ يَدُقُ

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
this (masc.)	háḏa	هذا
this (fem.)	háḏihi	هذه
(a boy's name)	ṭāriq	طارق
(a boy's name)	nabīh	نبیه
(a girl's name)	sihām	سہام
student (masc.)	ṭālib	طالب
Qatar	qátar	قطر
(he) was	kāna	كان
Masqat, Muscat	másqat	مسقط
(he) went	ḏāhaba	ذهب

Notes :

1. ذ , transcribed / ḏ /, is pronounced as English 'th' in words like 'this', 'either', 'seethe' (but not in words like 'think', 'ether', 'myth').

The letter ذ is one of the six one-side connectors. It has the same

basic form as د /d/, the difference being the dot of the ذ .

Compare :

دَامَ /dām/ and ذَامَ /ḏām/; بَذَرَ /badara/ and بَذَرَ

/baḏara/ etc.

2. Arabic /h/ is similar to English /h/ in 'hat', but unlike English /h/, it – like all other Arabic consonants – occurs initially, medially, or finally, and may be doubled.

The letter h in Arabic has the following forms :

	<u>Initial</u>	<u>Examples</u>	<u>Medial</u>	<u>Examples</u>	<u>Final</u>	<u>Examples</u>
printed :	ه	دهر	{ ه } { ه }	{ فهم } { فهم }	{ ه } { ه }	منه , كره
typed :	ه	دهر	ه	فهم	ه	منه , كره
hand-written :	ه	دهر	ه	فهم	{ ه } { ه }	منه , كره

In handwriting, final ه when connected to a previous letter may appear as ه e.g. فيه (= فيه), منه (= منه).

3. ق , transcribed /q/, is a voiceless stop like /k/ but articulated further back. The tongue touches the very back of the velum, and often the uvula. This is why ق is referred to sometimes as a uvular stop (versus /k/ which is a velar stop).

The letter q has the following forms :

	<u>Initial or medial</u>	<u>Examples</u>	<u>Final</u>	<u>Examples</u>
printed :	قَ	يَقِيسُ قَامَ	ق	رَفِيقُ فَاق
typed :	ق	يَقِيسُ قَامَ	ق	رَفِيقُ فَاق
hand- written :	قَ	يَقِيسُ قَامَ	ق	رَفِيقُ فَاق

Initial and medial q differs from initial and medial f only in having an additional dot, but final q differs from final f also in the basic shape. Compare :

دَف /daf/, دَق /daq/ ; رِف /rīf/, رِق /rīq/

In handwriting, final ق is sometimes written ق (with no dots)
e.g. رِق (= رَفِيق), دَق (= دَف).

4. Emphatics :

Non-Arab students tend to interpret the difference between words like طَمْ and تَمْ as a difference between the vowels, namely a 'back' 'a' in طَمْ and a 'front' 'a' in تَمْ. An Arab on the other hand is in general unaware of the difference of the vowels of such pairs and interpret the difference only as a difference in the consonants ط and ت. Actually, there is a

difference in both the vowels and the consonants in such words.

ط is called an 'emphatic' t and is transcribed /t̤/ to indicate the difference between it and its corresponding 'plain' t, i.e. ت .

In addition to the ط /t̤/, the 'emphasis' phenomenon includes /d̤/, /ð̤/, and /s̤/ which will occur in subsequent lessons. There is also an emphatic /l/ in Arabic which occurs in one word only, namely the word for 'God', الله /ʔaḷlāh/ (unless this word is preceded by /i/, in which case it is pronounced with a plain /l/),

and an emphatic /r/. /r/ is emphatic :

- (i) If it occurs initially followed by /a/ or /u/.
- (ii) In the neighborhood of emphatic consonants, e.g.

emphatic r : سَارُ مُرْطَبُ رَسَمَ رَامِي

non emphatic r : يَاسِرُ سَارِي يَرَسِمُ رِيمُ

The emphatics (/t̤/, /d̤/, /ð̤/, and /s̤/) are transcribed with a dot underneath to differentiate them from their 'plain' counterparts (ت /t/, د /d/, ذ /ð/, and س /s/ respectively). ر is transcribed /r/, regardless of whether it is emphatic or not, since the difference does not result in a difference in meaning as in the other cases.

The emphatics differ from their plain counterparts in various ways :

- (i) During the articulation of the emphatics, but not their plain counterparts, the back of the tongue is raised up towards the velum. For this reason, some linguists refer to the emphatics as 'velarized' sounds.
- (ii) A constriction in the throat, a sort of tightening of the muscles, accompanies the articulation of the emphatics, but not the plain ones. Thus some linguists refer to the emphatics as 'pharyngealized' sounds.
- (iii) The emphatics are alveolars, i.e. the tip of the tongue hits the ridge behind the upper front teeth, while their plain counterparts are dentals, i.e. the tip of the tongue hits the teeth themselves.

5. , The letter ط , though not one of the six one-side connectors, has only one form regardless of its position in a word :

فقط قطر طارق

6. Adjacent to /q/ and the emphatic sounds, the back variants of /a/ and /ā/ occur (see note 2 lesson 2) .

Notice that in هذا /hāḏa/ and هذه /hāḏhi/, an /ā/ is pronounced after the /h/ although not written. In fully vowelled texts, a small ʔalif is sometimes written above the ه to indicate that it is followed by the vowel /ā/ :

هَـٰذَا هَـٰذِهِ

There are a few other words where an /ā/ is pronounced but not written.

The most important of these are the following :

<u>Unvowelled</u>	<u>Vowelled</u>	<u>Transcription</u>	<u>Meaning</u>
لكن	لَـٰكِنْ	lākin	but
ذلك	ذَـٰلِكَ	ḏālika	that (masc.)
هؤلاء	هَـٰؤُلَاءِ	hāʔulāʔi	these
اولئك	أُولَـٰئِكَ	ʔulāʔika	those
الله	اللّٰه	ʔallāh	God
هكذا	هَـٰكَذَا	hākaḏā	thus

طاب وھن زھب ھل ھو ھي ھس ھطل

طھر ھم ینھل فھر مھن بھت نہی لھف

کره هذه فرقه منه اذله كيه زمه يتيه

سوط طارق طير يطوف مطر قطر سقط

قال قسم قدور قريب قبر فقير مقلوب فتوم

زاق فمقم يقظ قهر تقف نفق رقيق قلق نسق

LESSON SIX

- ١ (١) - هذا مطاع وهذه سعاد .
- ٢ - سعاد من عمان ومطاع من عمان .
- ٣ - هذا حسين وهذا مصلح .
- ٤ - حسين من صيدا ومصلح من صيدا .
- ٥ - صيدا في لبنان .
- ٦ - كان مطاع في قبرص .
- ٧ - وسعاد كانت في قبرص .
- ٨ - ذهب مطاع من قبرص الى اريحا .
- ٩ - وذهبت سعاد الى اريحا مع مطاع .
- ١٠ - سافر مصلح امس الى عمان .
- ١١ - سافر من صيدا الى عمان .
- ١٢ - وحسين سافر امس الى ميونخ .
- ١٣ - ذهب الى ميونخ مع خالد .

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مطاع	سعاد	عمان	حسين	مصلح
صيدا	قبرص	اريحا	مع	

(۲) صیدا مصلح قبرص حسین اریحا مصلح
ص ، ص ، ح ، ح

عمان سعاد مع مطاع
ع ، ع ، ع ، ع

.....

غ ، ع ، ف ، غ ، ع ، ق ، ص ، ط ، ح ، ه ،
خ ، ح ، خ ، غ ، ع ، ص ، ف ، ق ، ك ،
ل ، د ، ذ ، ن ، ز ، ذ ، ع ، م ، ط ،
ص ، س ، ك ، ی ، ا ، غ ، غ ، ف ، غ ،
خ ، ص ، ح ، ح ، م ، ع ، و ، ر ، د ، ز ،
ن ، ی ، ب ، ذ ، غ ، ق ، ی ، ل ، ع ، ه .

(۳) ۱- ص : صور صائِم ناصِر موصل أَصْفَهَان فَيَصِلُ نَصْبُغُ

۲- ص : رَخِيصٌ لُصُوصٌ حَرِيصٌ قَصٌّ تَخُصُّ مَنُصُوصٌ يَغْصُ

٣-٤ : عَدَنُ عَارِفٌ عِصَامٌ عَرَبٌ عَلِيٌّ عَفَافٌ عَاطِفٌ عَيْسَى

٤-٤ : سُعُودٌ صَنْعَاءُ مَطْعَمٌ سَعِيدٌ نَسْعَى نَعَمٌ مَعَهُ نَلْعَبُ

٥-٤ : وَدِيعٌ تُصْنَعُ رَائِعٌ قَبَعَ يَافِعٌ صُفِيعٌ لَامِعٌ بَدِيعٌ طَمِعٌ

٦-٤ : لَذَعَ دُمُوعٌ تَفَرَّعَ أَذَاعَ صِرَاعٌ أَبْدَغَ يُقَرَّعُ بَاعٌ

٧-٥ : حَسَّانٌ حَيْفَا حَلَبٌ أَحْمَدٌ وَحِيدٌ حَوَاءٌ حَبِيبٌ

٨-٥ : مُحَمَّدٌ يَتَحَكَّمُ مُحْسِنٌ نُحِبُّ أَصْحَابُ نَحْنُ

٩-٥ : صَالِحٌ مُكَافِحٌ صَحْحٌ مَسِيحٌ يُلِحُّ فَصِيحٌ تَطْمَحُ

١٠-٥ : صَبَاحٌ كِفَاحٌ يَرُوحُ سِلَاحٌ مَمْدُوحٌ يَفُوحُ مُبَرِّحٌ

٤) ١-سَامَ صَامَ نَسَبَ نَصَبَ سَيْفُكَ صَيْفُكَ

٢-تَسِمُ تَصِمُ مَسِيرُ مَصِيرُ نَسِيبُ نَصِيبُ

٣-سُلِبَ صُلِبَ يَرُشِفُ يَرُشِفُ تَسَوْمُ تَصَوْمُ

٤-نَسَحَبُ نَصَحَبُ وَسَمُ وَصَمُ مَسْلُوبُ مَصْلُوبُ

٥-مَسَّ مَصَّ حَسَنُ حَصْنُ تَوَسَّلَ تَوَصَّلَ

(٥) ١- أَسِيرٌ عَسِيرٌ سَأَلَ سَعَلَ بَرَأَ بَرَاعَ

٢- نَائِمٌ نَاعِمٌ وَئِيدٌ وَعِيدٌ مَسَائِي مَسَاعِي

٣- أَبَدٌ عَبْدٌ أَمَرَ عُمِرَ رَوَّوْفٌ رَعَوْفٌ

٤- دَاءٌ دَاعٌ مُؤَلِّمٌ مُعَلِّمٌ مَأْمُورٌ مَعْمُورٌ

٥- فَالٌ فَعَلَ يَنْتَمُ يَنْعَمُ تَوَادُّ تَوَعَّدُ

(٦) ١- هَامٌ حَامٌ سَهَرٌ سَحَرٌ هَرَمٌ حَرَمٌ

٢- رَهِيْبٌ رَحِيْبٌ مُلْهِمٌ مُلْحِمٌ كَاهِلٌ كَاجِلٌ

٣- ذُھولٌ ذُحولٌ تَهولٌ تَحولٌ يَفوهُ يَفروحُ

٤- يَهوي يَحوي دَهْرُكُمْ دَحْرُكُمْ فَهْمِي فَحْمِي

٥- وَهَدَ وَحَدَ فَهْمٌ فَحَمٌ تَلْهَفٌ تَلَحَفٌ

٧	١- حَمَلَ	عَمَلَ	حَالِي	عَالِي	رَاحَ	رَاعَ
٢-	حِلْمُهُ	عِلْمُهُ	وَحِيدٌ	وَعِيدٌ	يُحِيلُ	يُعِيلُ
٣-	حُورٌ	عُورٌ	نَحُولٌ	نَعُولٌ	مَلْحُوبٌ	مَلْعُوبٌ
٤-	وَحْدَكَ	وَعْدَكَ	مَحْمُولٌ	مَعْمُولٌ	رَخْرَخَ	رَعْرَعَ
٥-	نَحَالَ	نَعَالَ	يُرْحَبُ	يُرْعَبُ	تَدَحَّ	تَدُعُّ

٨	١- عَلَّ	غَلَّ	نَعَمَ	نَعَمَ	فَرَعَ	فَرَغَ
٢-	عِيدٌ	غِيدٌ	يُنَاعِمُ	يُنَاغِمُ	نَعِيبٌ	نَغِيبٌ
٣-	عُرِفَ	غُرِفَ	وُعُولٌ	وُغُولٌ	يَرُوعُ	يَرُوغُ
٤-	يَعْدُو	يَغْدُو	مَعْلُولٌ	مُغْلُولٌ	وَعْدٌ	وَغْدٌ
٥-	نَعَمَ	نَعَمَ	تُرْعَبُ	تُرَغَّبُ	تَوَعَّرَ	تَوَغَّرَ

رَغَفْ	رَحَفْ	رَخَفْ	رَغَفْ	١- رَأَفْ (٩)
وَعِيدْ	وَحِيدْ	وَخِيدْ	وَعِيدْ	٢- وَئِيدْ
يَعُولْ	يَحُولْ	يَخُولْ	يَعُولْ	٣- يَوْوُولْ
مَعْمُورْ	مَحْمُورْ	مَخْمُورْ	مَعْمُورْ	٤- مَأْمُورْ
رَعَبْ	رَحَبْ	رَخَبْ	رَعَبْ	٥- رَأَبْ

حَالْ	عَالْ	غَالْ	خَالْ	١(١٠) - هَالْ
نَحِيبْ	نَعِيبْ	نَخِيبْ	نَحِيبْ	٢- نَهِيبْ
يَحُمُّ	يَعُمُّ	يَخُمُّ	يَحُمُّ	٣- يَهُمُّ
وَحْدِي	وَعْدِي	وَخْدِي	وَحْدِي	٤- وَهْدِي
فَحَمُّ	فَعَمُّ	فَخَمُّ	فَحَمُّ	٥- فَهَمُّ

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a boy's name)	muṭāʿ	مطاع
(a girl's name)	suʿād	سعاد
Amman	ʿammān	عمان
(a boy's name)	ḥusáyn	حسين
(a boy's name)	múṣliḥ	مصلح
Sidon	ṣáyda	صيدا
Cyprus	qúbruṣ	قبرص
Jerico	ʔarīḩa	اريجا
with	máʿa	مع

Notes :

1. ص , transcribed /ṣ/, is the emphatic counterpart of س /s/. The letter ṣ has two forms :

	<u>Initially or medially</u>	<u>Examples</u>	<u>Finally</u>	<u>Examples</u>
printed :	ص	مصلح صيدا	ص	حريص فرص
typed :	ص	مصلح صيدا	ص	حريص فرص
hand-written :	ص	مصلح صيدا	ص	حريص فرص

Notice that an initial or medial ص has a little 'hook' that is not present in ط . Thus the difference between these two letters is not just the vertical line of the ط , which the ص lacks, but also the 'hook' of the ص which is lacking in the ط :



ح , transcribed /ħ/, is a voiceless pharyngeal fricative . It sounds similar to a loud 'stage whisper' or to the sound one makes when he breathes on his glasses .

The letter ح /ħ/ has the same basic forms of the letter خ /x/, the only difference being the lack of a dot in the former . Compare :

printed :	ناح	سلخ	يخل	يحل	خال	حال
typed :	ناح	سلخ	يخل	يحل	خال	حال
hand-written :	ناح	سلخ	يخل	يحل	خال	حال

ع , transcribed /ʕ/, is basically like the ح but it is voiced. A greater tension in the throat accompanies the articulation of ع . Several suggestions were made to help the student pronounce correctly the ع and ح sounds which seem to be the most difficult sounds in Arabic for non-Arabs. The best suggestion is probably to listen carefully to a native speaker pronounce these sounds and try to imitate him.

The letter ع has the same basic forms as غ , the only difference being the lack of a dot in ع . Compare :

printed : دمع دمع راغ راغ يغم يغم غام غام عام عام

typed : دمع دمع راغ راغ يغم يغم غام غام عام عام

hand-
written : دمع دمع راغ راغ يغم يغم غام غام عام عام

Initial ع is similar to ه , the hamza, but unlike it, it is always connected to a following letter and is slightly bigger. Compare :

ساعته /sāʕatuhu/ and ساعته /sāʔathu/

نمان سجاد مطاع مع صین اریحا ملای فاع

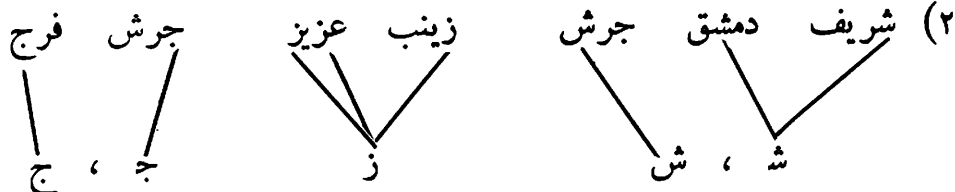
صاد صبر صلی صمت صنف صیدا صور صلح

عرص قَبْرص لَصْرص تَقَص يَفَص رَحِيص تَنْص تَقَمَص

- ١ (١) - هذا عزيز وهذه زينب .
- ٢ - هذا شريف وهذا فرج .
- ٣ - فرج امير وشريف امير .
- ٤ - عزيز طالب وحسين طالب .
- ٥ - زينب من دمشق وعزيز من دمشق .
- ٦ - كان شريف في قطر .
- ٧ - سافر من قطر الى بغداد .
- ٨ - شريف سافر الى بغداد مع حسين .
- ٩ - وصل شريف الى بغداد امس .
- ١٠ - عزيز ذهب الى جرش .
- ١١ - ذهب من دمشق الى جرش .
- ١٢ - ذهب الى جرش مع فرج .
- ١٣ - وزينب ذهبت الى جرش .
- ١٤ - ذهبت الى جرش مع فرج وعزيز .
- ١٥ - وصلت الى جرش مع عزيز وفرج امس .

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عزیز زینب امیر وصل



◆ ◆ ◆ ◆ ◆

ح ، خ ، ج ، ه ، ش ، س ، ج ، ر ، ذ ، ز ،
ش ، ص ، ط ، س ، خ ، ز ، و ، ن ، ف ،
ج ، ب ، ح ، ش ، م ، ه ، ت ، ی ، ه ، ع ،
ف ، غ ، ق ، غ ، ج ، غ ، ح ، م ، ک ، ش ، ک .

(۳) ۱- ج : جذعُ جُحرُ جَمالُها جِراحُ جُمعَ وَجِهَ ناجِحونَ
۲- ج : هُجوعٌ خَجَلًا تَحْجُبُ نَجاحُكم حَجْرُكُ نَجيعاً عَجيبٌ

٣- ج : وَهَجٌ عَجِيجٌ نَهَجٌ يَحُجُّ مُدَجَجٌ نَحْتَجُّ يَخْتَلِجُ

٤- ج : حَدَجَ عِلَاجٍ خَارِجٍ أَخْرَجَ رَجْرَاجٍ نَخْرُجُ حُجَّاجٌ

٥- ز : زُجٌّ زُحْزِحَ وَزْرًا خَرَزُ فَوْزِي بَزَغَ مُزَجَ مَزَّقَ

٦- ش : شِيكَاغُو وَاشْنَطُنْ كَشْمِيرُ شَمْسًا شَيْخٌ شَبَحًا مَشْبُوهٌ

٧- ش : فِرَاشٍ أَطْرَشُ مَرَّاكِشُ عَرِيشُ قَشٌّ عَشَّشَ وَحَشَّ غَشَّ

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a boy's name)	šarīf	شريف
Damascus	dimášq	دمشق
Jarash	járaš	جرش
(a boy's name)	fāraj	فرج
(a boy's name)	ʿazīz	عزيز
(a girl's name)	záynab	زينب
prince	ʿamīr	امير
(he) arrived (at, in)	wāšala (ʿīla)	وصل (الى)

Notes :

- The letter ز /z/ has the same basic form as ر /r/, the only difference being the presence of a dot on the ز . Compare :

printed : ازاد اراد فرّ فزّ

typed : ازاد اراد فّر فزّر


hand-
written : ازاد اراد فرّ فزّر

The six one-side connectors have now all been introduced. They are :

ا /a/, د /d/, ذ /d̤/, ر /r/, ز /z/, and و /w, ū/.

2. The letter ش, transcribed /ʃ/ and pronounced as 'sh' in 'she' or 'fish', has the same basic forms as س /s/, the difference being the presence of three dots on the ش. Compare :

printed :	شال	شال	يشد	يشد	فرش	فرش
typed :	شال	شال	يشد	يشد	فرش	فرش
hand-written :	شال	شال	يشد	يشد	فرش	فرش

Notice that in handwriting, the dots are connected. Also in handwriting, ش is sometimes written  (with no dots) e.g.

(جروش = جروش).

ج /j/ is pronounced like the first or last sound in 'judge'. However, some Arabs pronounce it, under the influence of their spoken dialects, as 'j' in French i.e. like the 's' in English 'delusion' or 'pleasure'. In Cairo and other places in the northern part of Egypt,

ج is pronounced /g/.

The letter ج /j/ has the same basic forms as ح /h/ and خ /x/, the difference being the lack or presence of a dot and its position. Compare :

printed : نَجَل نَخْل نَحْل جَار خَار حَار

typed : نجل نخل نحل جار خار حار

hand-written : نجل نخل نحل جار خار حار

printed : فَج فَح فُج فَرَج فَرَح فَرَّح

typed : فج فح فُج فَرَج فَرَح فَرَّح

hand-written : فج فح فُج فَرَج فَرَح فَرَّح

4. Cases :

Arabic has a case system that affects the endings of most nouns and adjectives. There are three cases : Nominative, accusative, and genitive. Nouns and adjectives, with some exceptions, take /u/ ending in the nom. case, /a/ ending in the acc. case, and /i/ ending in the gen. case if they are definite, and /un/, /an/, and /in/ endings respectively if they are indefinite. The final /n/ of the indefinite case, called 'tanwīn', is not written. In vowelised texts, it is indicated by doubling the diacritic marks, ḍamma, fathā, and kasra, i.e., /un/ is represented by ” , /an/ by ” , and /in/ by ” . ” appears very often as e.g.

<u>Nominative</u>	<u>Accusative</u>	<u>Genitive</u>	<u>Meaning</u>
طالبُ /ṭālibun/	طالباً /ṭāliban/	طالبٍ /ṭālibin/	student
أميرُ /ʔamīrun/	أميراً /ʔamīran/	أميرٍ /ʔamīrin/	prince

Notice that in the acc. indefinite, an ʔalif is added at the end of the word. The following are exceptions to this rule :

- (i) Words ending in ا , إ , ء , ي , and 'tied t' (which will be introduced in the next lesson).
- (ii) Words which never take 'tanwīn' ending (e.g. the dual, certain kinds of plural, and some patterns of nouns and adjectives) or take the gen. tanwīn ending, /in/, instead of the expected /an/ in the acc. case (as is the case in a certain kind of plurals).

5. Context and pause forms :

Most Arabic words may be read in two different ways :

- (i) 'Context form', where case endings and other vowel endings are pronounced.
- (ii) 'Pause form', where these endings, unless they are long vowels, are dropped.

The latter form is usually used before a pause, especially at the end of a sentence e.g.

	<u>Context form</u>	<u>Pause form</u>
طالب	/ṭālibun/ /ṭālibin/	/ṭālib/
سافر	/sāfara/	/sāfar/

Proper names are usually read in pause form in Modern Arabic e.g.

/xālid/ (not /xālidun/ etc.), بيروت /bayrūt/ (not /bayrūtu/ etc.).

Words having the ʔalif ending which is added in the acc. case are usually pronounced the same way in both context and pause forms, namely with /an/ ending e.g.

طالباً /ṭāliban/, اميراً /ʔamīran/ etc.¹

If after dropping the vowel ending in pause form, two identical consonants are left, the last one of these will also drop e.g.

	<u>Context form</u>	<u>Pause form</u>
محتلّ	/muḥtállun/	/muḥtál/
يستفّز	/yastafízzu/	/yastafíz/
استردّ	/ʔistarádda/	/ʔistarád/

Notice that the stress is on the same syllable in both context and pause forms in these examples.

1. Some readers pronounce such words in pause form with an /a/ ending instead of /an/. In poetry, rhyming words at the end of verses are pronounced with an /a/ ending rather than /an/.

شرفِ دمشق جریں فرخ عزیزِ زینب اسیرِ وصل

LESSON EIGHT

- ١ - هذا ليث وهذه بثينة .
- ٢ - ليث امير وبثينة اميرة .
- ٣ - هذا وضاح وهذه روض .
- ٤ - وضاح طالب وروض طالبة .
- ٥ - ليث من قطر .
- ٦ - ووضاح ايضا من قطر .
- ٧ - سافر وضاح من قطر الى عمان .
- ٨ - سافر الى عمان مع روض .
- ٩ - وليث ايضا ذهب الى عمان .
- ١٠ - ذهب الى عمان مع بثينة .
- ١١ - ثم سافر من عمان الى بغداد .
- ١٢ - ثم عاد من بغداد الى قطر .
- ١٣ - عاد ليث الى قطر امس .

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ليث	بثينة	اميرة	وضاح
روض	ايضا	ثم	عاد

(٢) ثم بثينة ليث ، ث ، وضاح ايضا روض ، ض ، اميرة طالبة هـ

.....

ش ، ث ، ت ، ي ، ن ، ذ ، ز ، ر ، د ، ل ،
 ك ، ا ، ض ، ص ، ط ، ه ، ع ، ص ، ث ،
 ت ، ب ، ض ، ش ، ج ، ج ، ض ، ث ،
 ف ، ف ، س ، ث ، ع ، ت ، ه ، م ، ع ،
 غ ، خ ، ض ، ح ، ي ، ش ، غ ، ع ، ذ ، ث .

(٣) ١- ث : ثُمْنُ ثَعْلَبُ كَثِيرًا يَثْنِي عِبْنًا حَثَّتْ مُثَلَّتْ تَثَوُبُ

٢- ث : وَرِثَ عَاثَ ثَالُوثُ خُبْتُ يَحْتُ بُعْتُ نَفْتُ غَيْثُ

٣- ض : ضَيْفُ رَضَخَ ضِيَاعُ فَاضِلُ ضَحَى بَيْضَاءُ أَخْضَرُ

٤- ض : حَوْضُ أَغْرَاضُ عَرِيضُ يَقْضُ بَعْضُ مَرِيضُ فَضْفاضُ

٥- ه : كُرَّةٌ حَالَةٌ صِفَةٌ مُدَّةٌ زَوْجَةٌ شَرِكَةٌ جَنَّةٌ غَيْرَةٌ

(٤) ١-٥ : أَمِيرُهُ رَئِيسُهُ كِتَابُهُ عَمِلُهُ مَلِكُهُ طَالِبُهُ وَرَدُهُ

٢-٥ : أَمِيرُهُ رَئِيسُهُ كِتَابُهُ عَمِلُهُ مَلِكُهُ طَالِبُهُ وَرَدُهُ

(٥) ١- أَعْدَاءُ أَعْضَاءُ بَيْدَاءُ بَيْضَاءُ مَدَدُ مَضَضُ

٢- مُرْدٌ مُرَضٍ مُدِلٌ مُضِلٌ حَدِيدٌ حَضِيضٌ

٣- فَرْدٌ فَرَضٌ رُدُودٌ رُضُوضٌ تَرَكُّدٌ تَرَكُّضٌ

٤- بَيْدٌ بَيْضٌ أَدَمَنْ أَضَمَنْ مُدْنِيكَ مُضْنِيكَ

٥- عَدٌّ عَضٌّ خَدٌّ خَضٌّ يَرْدٌ يَرَضٌ

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a boy's name)	layθ	ليث
(a girl's name)	buθáyna	بشينة
princess	ʔamíra(tun)	اميرة
(a boy's name)	wadḏāḥ	وضاح
(a girl's name)	rawḏ	روض
also, too	ʔáyḏan	ايضا
then, and then	θúmma	ثم
e) returned	ʕáda	عاد

Notes :

Tied 't' :

- a. ٲ , called 'tāʔ marbūṭa' (tied 't'), occurs only finally in a word, and is always preceded by /a/ (or /ā/). Since this is always the case, there is no need to write a fatḥa on the letter preceding a

tā? marbūṭa, even in vowelled texts. e.g.

أَمِيرَةٌ /ʔamīratun/, طَالِبَةٌ /ṭālibatun/, حَيَاةٌ /ḥayātun/

- b. Singular nouns and adjectives ending in a tā marbūṭa, with a few exceptions (e.g. خَلِيفَةٌ 'caliph', عَلَّامَةٌ 'a learned man', and a few proper names), are feminine. In many cases (but not always), a feminine singular noun or adjective is formed by adding a ة to the corresponding masculine form. e.g.

أَمِير	prince	أَمِيرَةٌ	princess
مَلِك	king	مَلِكَةٌ	queen
طَالِب	student (m.)	طَالِبَةٌ	student (f.)
كَبِير	big (m.)	كَبِيرَةٌ	big (f.)
جَمِيل	beautiful (m.)	جَمِيلَةٌ	beautiful (f.)

- c. In context form (see note 5 lesson 7), ة is pronounced as a regular 't', i.e. as ت. Compare :

نَبَات /nabātun/, /nabātin/ etc.

صَلَاة /ṣalātun/, /ṣalātin/ etc.

However, in pause form, ة is not pronounced¹, while ت is.

Compare :

نَبَات /nabāt/, صَوْتُ /ṣawt/ etc.

صَلَاة /ṣalā/, أَمِيرَة /ʔamīra/ etc.

- d. Words ending in ة do not take an ʔalif ending in the acc. indef.
(see note 4 lesson 7) e.g.

طَالِبَةٌ /ṭālibatan/ (cf. طَالِباً /ṭāliban/)

خَلِيفَةٌ /xalīfatan/ (cf. أَمِيرًا /ʔamīran/)

-
1. Some readers pronounce it as an /h/ in such cases :

صَلَاة /ṣalāh/, أَمِيرَة /ʔamīrah/ etc.

- e. If a suffix is added to a word ending in a 'tied 't', the latter will be 'untied', i.e. it will be written as a regular 't' e.g.

(ن ا + خليفة) خليفتنا , (ك م + اميرة) اميرتكم

- f. In handwriting, ة - like final 'h' (from which it differs only in the presence of two dots) - may appear when connected to a preceding letter as ة e.g.

(خليفة = خليفَة), (طالبة = طالِبَة)

ث , transcribed /θ/, is pronounced like 'th' in 'think', 'myth' (but not in 'this'; cf. note 1 lesson 5).

The letter ث has the same basic forms as ب /b/ and ت /t/, the difference being the number and position of dots. Compare :

باب /bāb/, تاب /tāb/, ثاب /θāb/

حَبَّ /ḥabba/, حَتَّ /ḥatta/, حَثَّ /ḥaθḥa/

In handwriting, the three dots of the ث , like the three dots of the ش /š/ and other dots in general, are connected :

printed :	ثم	بشینه	لیث
typed :	ثم	بشینه	لیث
hand- written :	ثم	بشینه	لیث

3. ض , transcribed /ḍ/, is the emphatic counterpart of د /d/ (see note 4 lesson 5) .

The letter ض has the same basic forms as ص /ṣ/, the difference being the dot of the ض . Compare :

صَرَّ	/ṣarra/ ,	ضَرَّ	/ḍarra/
نَصَبَ	/naṣaba/ ,	نَضَبَ	/naḍaba/
قاصٍ	/qāṣin/ ,	قاضٍ	/qāḍin/

In handwriting, final ض may appear as ھ (without a dot) e.g.

(. بیض = بیضه) , (روض = روضه)

4. The equivalent of English 'and then' is ثم and و ثم . In Arabic ثم is never preceded by و 'and' .

5. Notice that **أيضا** is pronounced /ʔayḏan/, the final /an/ being the tanwīn in the acc. case indicated by the presence of the final added ʔalif (see note 4 lesson 7).

Words which take tanwīn are nouns and adjectives. **أيضا** is the acc. form of an obsolete 'verbal noun'.

ثم بثينه ليث وضاع ارضا روض عار اميرة طالبة

LESSON NINE

- ١ - هذا حافظ وهذه آمال .
- ٢ - حافظ موظف .
- ٣ - هو موظف في المطار .
- ٤ - وآمال موظفة .
- ٥ - هي ايضا موظفة في المطار .
- ٦ - كانت آمال طالبة .
- ٧ - وهي الآن موظفة في المطار .
- ٨ - حافظ من الظهران .
- ٩ - وهو الآن في العراق .
- ١٠ - هذه سيارة .
- ١١ - حافظ في السيارة .
- ١٢ - وآمال ايضا في السيارة .

.....

حافظ	آمال	موظف	مطار -	المطار	سيارة -	السيارة
هو	هي	الآن	الظهران	العراق		

آمال
الآن
آ

(۲) موظف الظهران حافظ
ظ

.....

ا ، ب - ب ، ت - ت ، ث - ث ، ج - ج ،
ح - ح ، خ - خ ، د ، ذ ، ر ، ز ، س - س ،
ش - ش ، ص - ص ، ض - ض ، ط ، ظ ، ع - ع -
ع - ع ، غ - غ - غ - غ ، ف - ف ، ق - ق ،
ك - ك ، ل - ل ، م - م ، ن - ن ، ه - ه - ه ،
ة ، و ، ي - ي ، ی .

(۳) ۱-ظ : ظَلِمَ ظَهَرَ عَظِيمٌ ظَفِرَتْ حَنْظَلٌ غَاظَ يَغِيظُ

مَلْحُوظٌ شَوَاطِئُ مُعَظَّمٌ لَحْظَةٌ تَنْظِيمٌ حَظُّكَ فَظٌّ

۲-آ : آمَنُ آلِي آسَادُ آلَمَ أَحَادٍ آخِرُ مَآثِرُ آسِنِ

مَآرِبُ آتَى آدَمُ آخَى أَبَ آذَى رَأَى آثِمُونَ

١- أَذَلَّ أَظْلَّ ذَلِيلٌ ذَلِيلٌ ذَرَفَ ذَرْفٌ ظَرَفَ ظَرْفٌ

٢- حَازِي حَاضِي مُدِلٌ مُظِلٌّ نَذِيرٌ نَظِيرٌ

٣- ذُلِّلَ ذُلِّلَ يَحْذُو يَحْظُو مَحْذُورٌ مَحْظُورٌ

٤- عَذِبَ عَذِبَ عَظِبَ عَظِبَ أَذْعَنَ أَظْعَنَ مَذْرُوفٌ مَظْرُوفٌ

٥- فَذَأَ فَظَأَ عَذَّبَ عُذِّبَ تَلَذَّذَ تَلَطَّظَ

أَمِيرٌ أَلَامِيرُ وَالْأَمِيرُ ، بَيْتٌ أَلْبَيْتُ وَالْبَيْتُ ،

جَبَلٌ أَلْجَبَلُ وَالْجَبَلُ ، حَرْبٌ أَلْحَرْبُ وَالْحَرْبُ ،

خَيْرٌ أَلْخَيْرُ وَالْخَيْرُ ، عِلْمٌ أَلْعِلْمُ وَالْعِلْمُ ،

غَرْبٌ أَلْغَرْبُ وَالْغَرْبُ ، فَنٌّ أَلْفَنُّ وَالْفَنُّ ،

قَمَرٌ أَلْقَمَرُ وَالْقَمَرُ ، كَبِيرٌ أَلْكَبِيرُ وَالْكَبِيرُ ،

مَوْظَفٌ أَلْمَوْظَفُ وَالْمَوْظَفُ ، هَمْسٌ أَلْهَمْسُ وَالْهَمْسُ ،

وَفْدٌ أَلْوَفْدُ وَالْوَفْدُ ، يَوْمٌ أَلْيَوْمُ وَالْيَوْمُ .

٢- تَطَوَّرُ التَّطَوَّرُ وَالتَّطَوَّرُ ، ثَمَرُ الثَّمَرُ وَالثَّمَرُ ،

دَمُ الدَّمِ وَالدَّمُ ، ذَوْقُ الذَّوْقِ وَالدَّوْقُ ،

رَئِيسُ الرِّئِيسِ وَالرِّئِيسُ ، زَمَنُ الزَّمَنِ وَالزَّمَنُ ،

سَيَّارَةُ السَّيَّارَةِ وَالسَّيَّارَةُ ، شَمْسُ الشَّمْسِ وَالشَّمْسُ ،

صَمْتُ الصَّمْتِ وَالصَّمْتُ ، ضَيْفُ الضَّيْفِ وَالضَّيْفُ ،

طَالِبُ الطَّالِبِ وَالطَّالِبُ ، ظِلُّ الظِّلِّ وَالظِّلُّ ،

لَجَنَةُ اللِّجَنَةِ وَاللِّجَنَةُ ، نَبِيُّ النَّبِيِّ وَالنَّبِيُّ .

٣- اقْتِصَادُ - اَنْعَشَ اقْتِصَادَ الْبَلَدِ ، افْتَرَقْنَا - نَحْنُ افْتَرَقْنَا ،

اشْرَبِي - كُلِّي وَاَشْرَبِي ، اَنْتَظَرُ - طَالَ اَنْتَظَارِي ،

اَسْمُ - مَا اَسْمُكَ ، اَبْنَةُ - اَنْتِ اَبْنَتُهُ .

Vocabulary :

<u>Gloss</u>	<u>Transcription</u>	<u>Arabic</u>
(a boy's name)	ḥāfiḍ	حافظ
(a girl's name)	ʔāmāl	آمال
employee	muwáḍḍaf	موظف
airport	maṭār	مطار
the airport	(ʔa)lmaṭār	المطار
car	sayyāra(tun)	سيارة
the car	(ʔa)ssayyāra(tu)	السيارة
he, it (masc.)	húwa	هو
she, it (fem.)	híya	هي
now	(ʔa)lʔān	الآن
Dhahran	(ʔa)ḍḍahrān	الظهران
Iraq	(ʔa)lʕirāq	العراق

Notes :

1. ظ , transcribed /ḏ/, is the emphatic counterpart of ذ /ḏ/ (see note 4 lesson 5).

The letter ظ has the same basic form as ط /t/, the difference being the dot of the ظ . Compare :

طَلَّ	/ṭalla/	ظَلَّ	/ḏalla/
نَظَرَ	/naṭara/	نَظَرَ	/naḏara/
حَطَّ	/haṭṭun/	حَظَّ	/haḏḏun/

ط and ظ are the only letters among the ones that connect both ways which have one form regardless of their position. The following are the letters which have only one form :

ا /ā/, د /d/, ذ /ḏ/, ر /r/, ز /z/,

ط /t/, ظ /ḏ/, و /w,ū/, ة 'tied' t, ي

'ʔalif maqṣūra', and ء 'hamza'.

2. Madda :

~ , called 'madda', occurs only over an ʔalif. The combination

آ stands for /ʔā/ (اِ اُ → آ) e.g.

آل /ʔāla/, رآه /raʔāhu/ etc.

3. The definite article :

The definite article in Arabic is **ال** /(ʔa)l/, prefixed to the noun or adjective it modifies. 'ʔa' is placed in parenthesis in the previous sentence to indicate that it is not always pronounced. i.e. the definite article is sometimes pronounced /ʔal/ and sometimes simply /l/. The first alternative occurs after a pause, i.e. at the beginning of an utterance, while the second occurs when a preceding word is run with the word prefixed with the definite article. In both cases¹, however, the definite article is written **ال** :

الموظف /ʔalmuwaḏḏaf/ 'the employee'

الامير /ʔalʔamīr/ 'the prince'

But :

عاد الموظف /ʔāda lmuwaḏḏaf/ 'the employee returned'

مع الامير /maʕa lʔamīr/ 'with the prince'

In vowelled texts, this fact is indicated by writing the symbol **ء**, called 'hamzat waṣl' (see note 4 below), above the ʔalif of the definite article. It indicates that the ʔalif of the definite article

1. When the definite article is preceded by the prefix **ل**, the ʔalif is deleted e.g. (الموظف + ل) للموظف

does not always stand for a hamza (a glottal stop) e.g.

الأمير أَلْمَوْظَف etc.

Although the definite article is always written لـ, the لـ is not always pronounced /l/. If the consonant following it is ت /t/,

ث /θ/, د /d/, ذ /ð/, ر /r/, ز /z/, س /s/, ش /ʃ/, ص /s/, ض /d/, ط /t/, ظ /ð/, ل /l/2, or ن /n/, it assimilates to that consonant, i.e. it is pronounced /t/ if the word to which it is prefixed starts with /t/, /θ/ if that word starts with /θ etc.³ e.g.

الطالب /(?a)t̪tālib/ (not/(?a)l̪tālib/)

السفير /(a)ssafīr/ (not/(?a)lsafīr/)

2. The result will remain the same if لـ is considered one of the other group of letters. Notice that the letters listed above include all the dental and alveolar consonants plus the /ʃ/.

3. A similar thing occurs in English :

in+adequate	→	inadequate
in+definite	→	indefinite
in+sincere	→	insincere
But :		
in+mortal	→	immortal
in+regular	→	irregular
in+legal	→	illegal

In English, however, the /n/ has changed even in writing in the examples in which it assimilates to the following consonant.

The letters representing the sounds to which the /l/ of the definite article assimilates are called the 'sun letters' (because the first letter of the word شمس /šams/ 'sun' happens to belong to this group of letters) while the others are called the 'moon letters' (because قمر /qamar/ 'moon' happens to begin with a letter that belongs to this group). Compare :

الشمس /(?a)ššams/, القمر /(?a)lqamar/

4. Hamzatu lwaṣl and words beginning with two consonants :

, called 'hamzat waṣl' (indefinite, i.e. a 'hamzat waṣl') or 'hamzatu lwaṣl' (definite, i.e. the hamzat waṣl)⁴, occurs only over an ʔalif. Such an ʔalif is always initial in a word (unless such a word is preceded by a prefix). ~ indicates that the ʔalif of the word in question does not stand for a glottal stop. Though always written, the ʔalif of such words differs from the ʔalif of words like أمير or إلى in being ignored completely in pronunciation except at the beginning of an utterance.

Words which have a hamzat waṣl are :

4. Literally 'hamza of connection'. The symbol ~ is an abbreviation of the word صل /ṣil/ 'connect !'

- (i) All words beginning with the definite article e.g.

الْمُوْظَفُ 'the employee'

الطَّالِبُ 'the student'

- (ii) All the relative pronouns which have an initial ʔalif e.g.

الَّذِي 'who' or 'which' (m. sg.)

الَّتِي 'who' or 'which' (f. sg.)

الَّذِينَ 'who' (m. pl.)

Since all the relative pronouns which have a hamzat waṣl start with ا , they may be considered to have a prefixed definite article, and thus belong to (i) above.

- (iii) The imperative of 'form I' verbs, and the past tense, imperative, and verbal nouns of verbs of forms 7, 8, 9, and 10.⁵ e.g.

أَحْرَقَ /(?i)ḥtaraqa/ 'it burnt'

أَسْتَلِمَ /(?i)stilām/ 'receiving'

أَنْتَخِبْ /(?i)ntaxib/ 'elect !'

5. These remarks are given mainly for future reference. Forms of the verbs, and other points hinted upon here are discussed in detail in your texts of elementary Arabic.

(iv) A few nouns, the most important of which are the following :

أَبْنِ 'son', أُنْثَى 'daughter', أَسْمُ 'name',
أُمْرَأَة 'woman', أَثْنَانِ 'two'(m.), أَثْنَتَانِ 'two'(f.).

All words having a hamzat waṣl begin with two consonants when they are not pronounced after a pause . Otherwise, a glottal stop followed by a short vowel is pronounced before such a cluster of consonants as indicated by the parenthesized parts in the previous examples. The short vowel is either /a/, /i/, or /u/ : It is always /a/ in words prefixed with the definite article (including the relative pronouns) e.g.

الموظف /(?a)lmuwaḏḏaf/, الطالب /(?a)tṭālib/,

الذي /(?a)lladī/ etc.

Otherwise, it is /u/ if the following vowel is /u/ (provided that this /u/ is not the case ending, as for example in أَسْمُ (?i)smu(n)/, أَبْنِ /(?i)bnu(n)/, and /i/ elsewhere, e.g.

اُكْتُبْ /(?u)ktub/ 'write !'

اُرْكُضْ /(?u)rkuḏ/ 'run !'

But :

اَذْهَبْ /(?i)dħab/ 'go !'

أُتِّخِبَ /(?i)ntaxaba/ '(he) elected'

أَبْنَةُ /(?i)bna/ 'daughter'

5. مِنْ /min/ is pronounced مِّنَ /mina/ if it precedes a definite article (or a relative pronoun), and مِّنِ /mini/ if it precedes other words having an initial cluster of two consonants :

مِّنَ الْمَطَارِ /mina lmaṭāri/

مِّنَ الَّذِي /mina llaḏī/

But :

مِّنِ امْرَأَةٍ /mini mraʔatin/

مِّنِ اُنْتِخَابٍ /mini ntixābin/

6. A long vowel is shortened before a word starting with two consonants :

فِي مَطَارٍ /fī maṭārin/

But :

فِي الْمَطَارِ /fi lmaṭāri/

فِي اِنْتِخَابٍ /fi ntixābin/

7. The ت of the past tense verb feminine is pronounced /ti/ when it occurs before a word starting with two consonants :

وَصَلَتْ طَالِبَةٌ /waṣalat ṭālibatun/

But :

وَصَلَتْ الطَّالِبَةُ /waṣalati ṭṭālibatu/

وَصَلَتْ أَمْرَأَةٌ /waṣalati mraʔatun/

8. Notice that a pronoun may not be deleted except if it is the subject of a verb (see note 6 of lesson 3). Thus it is possible to delete the pronoun of sentence (i) below, but not the pronoun of sentences (ii), (iii), or (iv) :

(i) هو كان في السيارة (or كان في السيارة)

(ii) هو في السيارة

(iii) هو موظف

(iv) هي جميلة

9. A noun or an adjective is in the accusative case if it is the predicate of كان :

الاميرُ طالبٌ

But :

{ كان الاميرُ طالباً
الاميرُ كان طالباً

الموظفةُ جميلةٌ

But :

{ كانت الموظفةُ جميلةً
الموظفةُ كانت جميلةً

سوف الظهري حافظ آمال الآن سيارة العراق مطار

LESSON TEN

(١) ن - ب ، ب - ت ، ث - ث ، ي :

يَبِيتُ	تَبِيتُ	نَبِيتُ	يَنُوبُ	يَتُوبُ	يَثُوبُ
بَاتُ	بَابُ	بَانُ	حَبُّ	حَتُّ	حَثُّ

(٢) ه ، ح ، ج ، خ :

هَزَمَ	حَزَمَ	خَزَمَ	جَزَمَ	جَلَجَلَ	خَلَجَلَ	حَلَجَلَ	هَلَهَلَ
نَجَلُ	نَخْلُ	نَحْلُ	نَهْلُ	نَخِيبُ	نَجِيبُ	نَحِيبُ	نَهِيبُ

(٣) ج ، خ ، غ ، ع ، ح ، ع ، غ :

رَاحَ	رَاعَ	رَاغَ	نَبَغَ	نَبَعَ	نَبَحَ
فَرَّحَ	فَرَّخَ	فَرَّجَ	رَائِجَ	رَائِحَ	رَائِعَ

(٤) ر ، ز ، ذ ، د ، ل ، ك :

رامْ	دامْ	ذامْ	سارْ	سادْ	سالْ
بادي	باري	بازي	حادْ	حالْ	حاكْ

(٥) ص ، ض ، صه ، ضه ، ط ، ظ :

صامْ	ضامْ	نَضَبْ	نَضَبْ	قاصِ	قاضِ
خَصْ	نَخَصْ	طاهرْ	ظاهرْ	حَطْ	حَظْ
صَلْ	ضَلْ	ظَلْ	طَلْ		

(٦) م ، ع ، غ ، ف ، ق ، ق ، ف :

نَمْلْ	نَعْلْ	نَعْلْ	يَغِيْضْ	يَفِيْضْ	يُقِيْضْ
مَرَّتْ	فَرَّتْ	قَرَّتْ	رِفْ	رِقْ	شَقْ
					شَفْ

(۷) س ، ش ، س ، ش :

سَاحِبُ شَاحِبٍ يَشُدُّ يَسُدُّ فَرَسٌ فَرَشٌ نَبَشٌ نَبَسٌ

(۸) ا ، ل ، ک :

وَادٌ وَلَدٌ وَكَذٌ سَكَبٌ سَلَبٌ سَابٌ سَمَاهُ سَمَلَهُ سَمَكُهُ

(۹) ع ، غ :

عَارٌ غَارٌ غَمٌّ عَمٌّ شَاعِرٌ شَاغِرٌ

(۱۰) ه ، ة :

دَوَاهُ دَوَاةٌ فَتَاهُ فَتَاةٌ كُرَاهُ كُرَاةٌ

(۱۱) ی ، ی :

نَادِي نَادِي عَلِي عَلِي بَرَدِي بَرَدِي

Name	Trans- cription	Initial	Medial	Final con- nected	Letter alone or final isolated
ṭā?	ṭ	ط	ط	ط	ط
ḏā?	ḏ	ظ	ظ	ظ	ظ
ʿayn	ع	ع	ع	ع	ع
ḡayn	ḡ	غ	غ	غ	غ
fā?	f	ف	ف	ف	ف
qāf	q	ق	ق	ق	ق
kāf	k	ك، ك	ك، ك	ك	ك
lām	l	ل	ل	ل	ل
mīm	m	م	م	م	م
nūn	n	ن	ن	ن	ن
hā?	h	ه	ه، ه	ه، ه	ه، ه
tā? marbūṭa	t			ه، ه	ه، ه
wāw	{ w ū	و	و	و	و
yā?	{ y ī	ي	ي	ي	ي
ʾalif maqṣūra	ā			ي	ي

Name	Transcription	Initial	Medial	Final connected	Letter alone or final isolated
hamza	ʔ	أ، إ	ء، أ، و، ؤ	أ، و، ئ	ء
ʔalif	ā	ا	ا	ا	ا
bāʔ	b	ب	ب	ب	ب
tāʔ	t	ت	ت	ت	ت
ṭhāʔ	ṭ	ث	ث	ث	ث
jīm	j	ج	ج	ج	ج
ḥāʔ	ḥ	ح	ح	ح	ح
xāʔ	x	خ	خ	خ	خ
dāl	d	د	د	د	د
ḏāl	ḏ	ذ	ذ	ذ	ذ
rāʔ	r	ر	ر	ر	ر
zāy	z	ز	ز	ز	ز
sīn	s	س	س	س	س
šīn	š	ش	ش	ش	ش
ṣād	ṣ	ص	ص	ص	ص
ḏād	ḏ	ض	ض	ض	ض

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The time needed to cover the ten lessons in this booklet is estimated at about 15 class hours. With the exception of lessons 4, 5, and 6, one class hour per lesson is probably sufficient.

During these two steps, the students should not be asked to repeat after the teacher. They just listen.⁵

Step 3:

The teacher does step 2 again asking the students this time to repeat after him individually and in unison. He corrects the pronunciation of each student.

Step 4 :

The teacher reads the basic sentences and the drills, asking the students to follow in their booklets and repeat after him. The words used in the drills are meant to be a tool for teaching the writing and sound systems. They are not given to be learned as vocabulary items.

Step 5 :

The teacher calls on individual students to read, going through the whole lesson again.

Step 6 :

The students are asked finally to do the writing assignments. It is advisable to have some part of the assignment done in the classroom under the supervision of the teacher, especially in the first few lessons.

-
5. The students may be asked to indicate which of two contrasted sounds occurred in a certain word, or whether two words are the same or different etc.

the configuration of letters, يوسف should be associated with the pronunciation /yūsuf/, just as the English word 'laugh' is associated with the pronunciation /læf/, regardless of what letters it is composed of. This is necessary since the basic sentences do not have the diacritic marks indicating the short vowels etc. (see remark 3 page iv). The teacher then gives the meaning of the individual words in that sentence and goes over any relevant grammatical points briefly. He then calls upon one of the students to translate that sentence. He proceeds on in the same manner until all the basic sentences are covered. During this step, correction of the students' pronunciation of the Arabic names should be avoided as much as possible. It is advisable to wait until the new sounds in the lesson are drilled.

Step 2 :

The teacher selects, one at a time, the new sounds in the lesson which are unfamiliar to the students, and asks the students to listen carefully to the way he pronounces them. He pronounces a few words in which the new sound in question occurs and then tries to isolate that sound. He then selects the sounds which the students are likely to confuse with the new sound and contrast it with them. There are drills prepared for this purpose, which include only sounds and letters which have been introduced up to the lesson in which each drill occurs.

How to use these materials

Before mentioning the steps recommended to be followed in teaching each lesson, a negative statement will be made. The students should be discouraged from preparing any lesson before the teacher has gone over it thoroughly in the classroom. They should not be asked to listen to a recording of a lesson in the language lab before that lesson, including all the drills, has been covered in the classroom. Non-native speakers usually do not hear the unfamiliar sounds properly, and if they do, they may not be able to pronounce them correctly. Their pronunciation needs to be corrected continuously, and on the spot. It is much harder to correct wrong habits than to create right ones.

'From the whole to the part' and 'from recognition to production' are the two principles underlying the following procedure which we recommend for teaching these lessons :

Step 1 :

The teacher reads a sentence⁴, calling the students' attention to each word as a whole, not to the letters from which it is composed. Thus

-
4. The nouns introduced in the basic sentences are to be read in 'pause form', i.e. without the vowel endings, at least until lesson 7 where the 'tanwin' is introduced. Proper names are to be read in pause form all the way through, except where a 'helping vowel' is needed to join a proper name with the following word.

- b. A long vowel (transcribed as /ā/, /ū/, or /ī/) is analyzed as two short vowels (/aa/, /uu/, or /ii/). If the rules place the stress on either the first or the second of these two short vowels, the whole long vowel is stressed, i.e. áa = aá = ā. If the long vowel occurs finally in a word, it is shortened - except in certain cases - and thus is analyzed as one rather than two short vowels.

The word stress rules, roughly speaking, are :

- (i) If a word has two syllables, the stress falls on the first e.g. /máta/, /mínka/, /sāl(a)/ etc.
- (ii) If a word has more than two syllables, the stress falls on the vowel that precedes the last two 'stress units' in the word, vowel endings included, where a 'stress unit' is defined as a short vowel or two consecutive consonants. Thus a long vowel, except when it occurs finally, is two stress units since it is analyzed as two short vowels e.g. /sānádahu/, /yastaríd(du)/, /takālīf(u)/ etc.

Combinations of Arabic numerals are arranged as in English e.g.

English : 84 ; 319 ; 5620 etc.

Arabic : ٨٤ ; ٣١٩ ; ٥٦٢٠

In handwriting, ٢ is written < , and ٣ is sometimes written ٢ .

Stress

Although there are rules that determine word stress in Arabic, an accute accent is written in the transcription of the vocabulary of the basic sentences to indicate the stressed syllable in each new word that has more than one syllable. The Arabic writing system does not have any signs to indicate the stress.

Before giving a rough formulation of the stress rules, two remarks will be mentioned :

- a. With a very few exceptions, each word written with a final consonant letter, including proper names, is assumed to have (or have had) a final short vowel ending (see note 5 lesson 7). This vowel ending, even when it is deleted, is assumed when the stress rules are applied.

7. There are slight differences between the printed or typed forms of some letters and the handwritten forms. The students' attention will be called to these differences as they occur.
8. There are no capital letters in Arabic.
9. Unlike English, hyphenation is not used. That is, a whole word occurs at the end of a line or at the beginning of the next one, but may not be distributed between the two.
10. No Arabic word begins with a vowel.
11. One-letter words are, in general, not written separately. They are prefixed to the following word and considered as part of it.

Numerals

English : 0 1 2 3 4 5 6 7 8 9

Arabic : • ١ ٢ ٣ ٤ ٥ ٦ ٧³ ٨ ٩

-
3. Students often confuse ٧ and ٨ . It may be helpful to keep in mind that ٧ looks like a letter which occurs in 'seven' but not in 'eight', namely 'v'.

4. Most letters connect to both the preceding and following letters. But there are six letters, called here 'one-side connectors', which connect only to a preceding letter (unless the latter is one-side connector itself) but not to a following one. There is also one letter that does not connect either way. The previous statements apply both to printing and handwriting.
5. Most Arabic letters have more than one form depending on their position in a connected sequence of letters, initially, i.e. connected to a following letter but not to a preceding one²; medially, i.e. connected both ways; or finally, i.e. connected to a preceding letter but not to a following one. In general, these forms differ from each other only in a slight modification. Eleven letters among which are the 'one-side connectors', have only one form regardless of their position.
6. 16 letters out of the 31 are 'dotted'. There are 'groups' of letters which share the same basic form and differ from each other only in the number and position of the dots, or in lacking dots. Thus it is of great importance to be careful about these dots especially in writing. As far as Arabic writing system is concerned, 'dot your i's and cross your t's' should be taken literally.

2. Thus an initial form of a letter does not have to occur at the beginning of a word. If, in the middle of a word, a letter is preceded by a one-side connector, it will have an initial form.

General remarks about the Arabic writing system

1. Arabic is written from right to left.
2. There are 31 letters, representing the consonants and the long vowels; plus a number of diacritic marks representing the short vowels and other features to be discussed in the notes as they come up.
3. In general, only the 31 letters are written in Arabic¹. The diacritic marks representing the short vowels etc. are usually omitted except in special materials e.g. some dictionaries and the Qur'an. In this booklet, the students will be introduced to these diacritic marks and will be drilled on reading 'vowelled' materials, i.e. materials which have the diacritic marks, but the basic sentences will remain 'unvowelled' to acquaint the students right from the beginning with the most common way of writing Arabic.

1. Unlike English, An Arabic letter - in general - stands for only one distinctive sound, and a distinctive sound is represented by only one letter. (cf. 's' in English 'sit', 'rose', 'sugar', 'pleasure'; and the sound /i/ in 'seat', 'feel', 'these', 'seize', 'field', 'machine' 'key', 'people' etc.)

Handwriting :

A handwritten model is provided after each lesson (starting with lesson two) for the student to imitate. An attempt was made to include all the possible combinations of the basic forms. (A group of letters which differ only in the number and position of dots has one basic form.) Words used in each lesson include only already introduced letters.

We would like to thank Professor William Cowan of Brown University for reading this manuscript and making several important comments. Needless to say, he is not to be held accountable for any of its shortcomings.

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4. Since the students are likely to confuse similar letters, especially when the only difference is the number and position of dots, an attempt is made to introduce only one of each of these 'groups' of similar letters at a time. When a new one is introduced in a subsequent lesson, it is contrasted with the already familiar one(s). In the final lesson, all similar letters are contrasted.
5. The letters, and consequently the sounds, are first introduced in the 'basic sentences'. The aim of this is two-fold :
 - a. Starting with sentences from the beginning makes the learning process more rewarding and makes the task of learning the sounds and letters much easier, as these sounds and letters can be associated with words used in meaningful context.
 - b. The students will not spend their entire time in learning the letters and sounds only, but will also learn at the same time (without putting much extra effort) some grammar and useful vocabulary. Since the emphasis, however, is not on the grammar and vocabulary at this stage, most of the words introduced are proper names to avoid burdening the student with the task of learning too many vocabulary items. The grammar is kept to a bare minimum.

Introduction

The method used in this booklet for teaching the Arabic writing and sound systems is based on the following principles :

1. The sounds which do not occur in English or are considerably different from English sounds are not introduced in the first few lessons. However, since there are quite a few of these, some of them are introduced early enough to avoid crowding them in one or two later lessons. The most difficult ones are introduced earlier than some of the others to expose the students to them for as long as possible. These unfamiliar sounds are described, often briefly, in the notes as they occur. Although such descriptions may be useful, the student should remember that listening carefully to his teacher and trying to imitate him is the most efficient way to recognize these sounds and produce them properly.
2. Drills for contrasting similar sounds are given systematically. No drills are given for the sounds that are similar to the ones which occur in English.
3. The alphabet, and consequently the sound system, is introduced gradually. An average of 3 to 4 letters are introduced in each lesson. (Lesson one is the only exception; it includes 6 letters, two of which are not discussed until lesson two).

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ARABIC WRITING AND SOUND SYSTEMS

By

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